



Hanahan Middle

5815 Murray Drive
Hanahan, SC 29406

Grades	5-8 Middle School	
Enrollment	728 Students	
Principal	Robin Rogers	843-820-3800
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

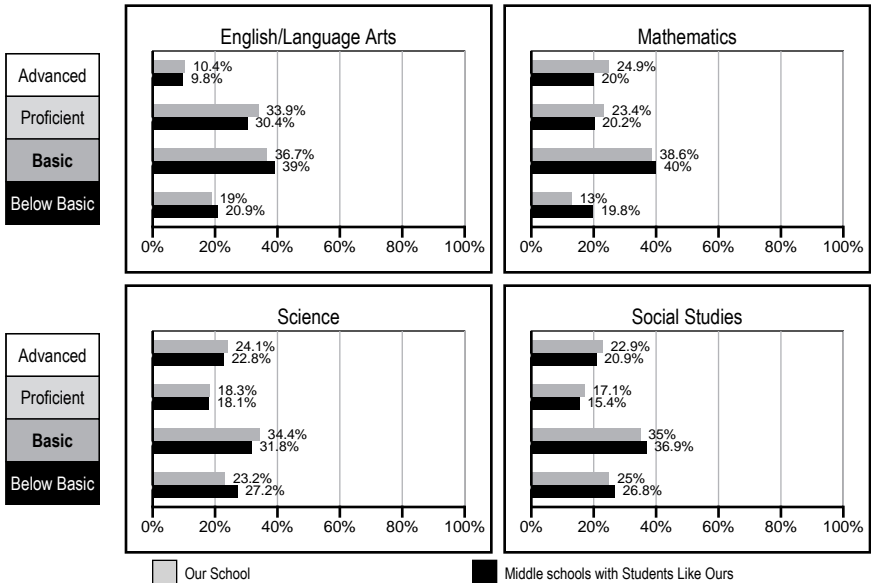
92.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	29	4	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	98.1	97.1
English 1	98.6	93.2
Physical Science	0	27.9
All Subjects	98.4	96.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=728)				
Students enrolled in high school credit courses (grades 7 & 8)	33.5%	Up from 28.6%	27.3%	19.4%
Retention rate	3.5%	Down from 3.7%	1.9%	1.8%
Attendance rate	96.6%	Up from 96.3%	96.0%	95.8%
Eligible for gifted and talented	20.9%	Down from 23.7%	20.8%	15.3%
With disabilities other than speech	11.6%	Up from 8.4%	11.4%	12.9%
Older than usual for grade	3.6%	Up from 1.9%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.7%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	44.7%	Down from 48.8%	56.8%	55.0%
Continuing contract teachers	48.9%	Down from 60.5%	74.4%	70.6%
Teachers with emergency or provisional certificates	6.5%	No Change	4.0%	5.4%
Teachers returning from previous year	76.2%	Down from 81.2%	86.3%	83.4%
Teacher attendance rate	96.2%	Up from 96.1%	95.0%	94.9%
Average teacher salary	\$42,048	Down 0.4%	\$45,112	\$44,706
Professional development days/teacher	10.7 days	Down from 12.6 days	11.8 days	11.8 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	No Change	22.4 to 1	20.1 to 1
Prime instructional time	92.2%	Up from 91.4%	89.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 97.3%	98.5%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,479	Up 25.6%	\$6,444	\$7,097
Percent of expenditures for instruction*	62.8%	Down from 68.2%	66.2%	64.4%
Percent of expenditures for teacher salaries*	59.2%	Down from 64.7%	60.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2007-2008 school year at Hanahan Middle School was a very successful year. HMS was named a National Blue Ribbon Lighthouse School award winner. Learning remains our top priority, as reflected in our PACT scores. The HMS faculty and staff work closely with the community, parents, and businesses to provide students with every opportunity to learn and to succeed. HMS increased Accelerated Reader points status, and the Books Rock Café continues as a successful reading incentive for students, faculty, and visitors. HMS experienced a successful Making Middle Grades Work (MMGW) - Technical Assistance Visit during the spring semester. Making Middle Grades Work is a district-wide initiative that provides a comprehensive improvement framework focusing on ten key practices to improve student success. As always, HMS continues to stress academic excellence as we "Soar to Success."

Our students' academic achievements continue to be among the best in the state. HMS PACT scores were among the highest of any middle school in Berkeley County. HMS is proud of our 15 National Junior scholars; the 154 band award recipients; 100% student participation in school Service Learning projects; first place in the Junior Beta Club Public Speaking at the state level; and the 22 chorus award recipients. In addition, the HMS band was awarded the State Band Directors' OPA (Outstanding Performance Award) for the twenty-third time.

125 HMS students took at least one of four credit courses, English 1, Spanish 1, Algebra 1, or Keyboarding, for high school credit. STEMS, an ELA program that studies Latin roots, continues to help HMS students increase their PACT scores. HMS stresses reading and writing across the curriculum, with monthly bulletin boards, a Principal's Pick display, the Writing Stick competition among grade levels, and faculty writings. SmartBoards were installed in all core subject classrooms and will be installed in all special-area classrooms by December, 2008. SPAWAR continues their services through the Lunch Buddy mentoring program, which has grown to over 90 participants. HAP (Homework Assistance Program) provided after-school help for over 100 students. MAP (Measures of Academic Progress) test scores were used to form RIT Band classes that met for 40 minutes weekly to address specific needs in Math and ELA. The HMS Student Council collected money for charities, and the SLEUTHS spearheaded many student service learning projects.

Carli Manchester, 7th grade Math teacher, was honored as the 2007-2008 HMS Teacher of the Year. We currently have five National Board Certified teachers, Sandi Parker, Karen Cowell, Joy Kirk, Kacy Holland, and Gigi Friend, and four more are applying, further validating that excellence and dedication continue to be the standards at HMS.

Mr. Robin Rogers, Principal
 Mr Sean Kennedy, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	147	42
Percent satisfied with learning environment	97.9%	81.6%	92.7%
Percent satisfied with social and physical environment	100.0%	89.8%	95.2%
Percent satisfied with school-home relations	95.8%	86.3%	95.2%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 24 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	714	100	19.9	37.8	33.6	8.7	53	48.6	48.2	Yes	Yes
Gender											
Male	378	100	25.9	41.9	28.5	3.7	43	40.8	41.7	N/A	N/A
Female	336	100	13.1	33.2	39.3	14.4	64.2	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	483	100	17.2	36.1	35.7	11.1	58.7	55.4	60	Yes	Yes
African American	120	100	30	43.6	24.5	1.8	32.7	36.5	31.7	No	Yes
Asian/Pacific Islander	33	100	10	36.7	40	13.3	63.3	73	70.4	I/S	I/S
Hispanic	71	100	26.7	40	31.7	1.7	43.3	39.9	38.4	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	78	100	62.8	33.3	3.8	0	5.1	12.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	86	100	25	43.1	27.8	4.2	41.7	37.4	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	258	100	28.4	38.9	27.9	4.8	40.2	38.5	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	714	100	14	40.2	22.6	23.2	56.3	44.2	45.8	Yes	Yes
Gender											
Male	378	100	16	38.2	21.9	23.9	53.8	44.4	45.6	N/A	N/A
Female	336	100	11.8	42.5	23.3	22.4	59.1	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	483	100	9.8	40	23.9	26.3	62.2	52.8	59	Yes	Yes
African American	120	100	30	46.4	15.5	8.2	30	28.2	26.9	No	Yes
Asian/Pacific Islander	33	100	6.7	30	16.7	46.7	73.3	70.4	71.3	I/S	I/S
Hispanic	71	100	20	36.7	26.7	16.7	51.7	38.9	38.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	78	100	42.3	44.9	11.5	1.3	17.9	14.6	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	86	100	18.1	40.3	22.2	19.4	50	38.6	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	258	100	21.8	41	19.2	17.9	46.3	33.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	458	99.8	23.1	34.2	18.4	24.3	42.7	35.1	35.7	96.6	96.4
Gender											
Male	242	99.6	24	32.6	15.8	27.6	43.4	36.3	37.4	96.5	96.3
Female	216	100	22.2	36	21.2	20.7	41.9	33.9	33.8	96.8	96.5
Racial/Ethnic Group											
White	306	99.7	19.4	29.1	21.5	30.1	51.6	44.8	49.2	96.4	96
African American	78	100	39.4	46.5	5.6	8.5	14.1	18.5	17	96.6	96.9
Asian/Pacific Islander	24	100	13	47.8	13	26.1	39.1	51.3	58	98.3	97.5
Hispanic	45	100	28.9	42.1	18.4	10.5	28.9	26.8	24.9	97.1	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	94.4	95.2
Disability Status											
Disabled	50	100	62	26	10	2	12	9.8	14	95.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	56	100	27.1	45.8	14.6	12.5	27.1	24.3	24.4	97.5	96.9
Socio-Economic Status											
Subsided meals	166	99.4	31	39.3	12.4	17.2	29.7	23.7	21.1	95.9	96.1

Social Studies

All Students	452	100	25	35	17.1	22.9	40	34.6	34	96.6	96.4
Gender											
Male	244	100	23.6	31.6	18.2	26.7	44.9	36.3	36.6	96.5	96.3
Female	208	100	26.7	39	15.9	18.5	34.4	32.8	31.3	96.8	96.5
Racial/Ethnic Group											
White	317	100	21.9	34.6	17.6	25.9	43.5	40.9	44.5	96.4	96
African American	76	100	36.6	38	15.5	9.9	25.4	22.7	19.1	96.6	96.9
Asian/Pacific Islander	14	100	16.7	16.7	25	41.7	66.7	59.5	58.9	98.3	97.5
Hispanic	42	100	32.4	35.3	14.7	17.6	32.4	31.3	27.5	97.1	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	94.4	95.2
Disability Status											
Disabled	49	100	57.1	32.7	8.2	2	10.2	11.8	14.4	95.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	47	100	32.4	29.7	21.6	16.2	37.8	29.6	27.3	97.5	96.9
Socio-Economic Status											
Subsided meals	169	100	31.5	37.6	13.4	17.4	30.9	25.5	21	95.9	96.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	160	99.4	14.8	42.3	40.3	2.7	43
	6	192	100	24.9	35.5	28.4	11.2	39.6
	7	158	100	21.2	43.8	31.5	3.4	34.9
2008	8	189	99.5	19.2	52.9	25.6	2.3	27.9
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	173	100	17.1	36.6	36	10.4	46.3
	6	173	100	14	26.8	42.7	16.6	59.2
2008	7	198	100	26	42	28.7	3.3	32
	8	170	100	21.6	45.1	27.8	5.6	33.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	160	100	9.3	40	28	22.7	50.7
	6	192	100	11.8	40.2	23.7	24.3	47.9
	7	158	100	13.7	40.4	19.9	26	45.9
2008	8	189	100	24.9	52	15	8.1	23.1
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	173	100	13.4	34.1	28.7	23.8	52.4
	6	173	100	12.7	30.6	23.6	33.1	56.7
2008	7	198	100	12.7	42.5	17.7	27.1	44.8
	8	170	100	17.3	53.1	21	8.6	29.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	80	100	22.7	24	18.7	34.7	53.3
	6	98	100	30.1	24.1	19.3	26.5	45.8
	7	158	100	23.3	33.6	21.2	21.9	43.2
2008	8	96	100	23.9	48.9	14.8	12.5	27.3
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	88	100	20.2	27.4	20.2	32.1	52.4
	6	85	98.8	23.7	26.3	17.1	32.9	50
2008	7	198	100	20.4	41.4	17.1	21	38.1
	8	87	100	31.3	32.5	20.5	15.7	36.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	80	100	30.7	30.7	22.7	16	38.7
	6	94	100	18.6	36	22.1	23.3	45.3
	7	158	100	21.9	38.4	15.1	24.7	39.7
2008	8	93	100	22.4	52.9	15.3	9.4	24.7
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	85	100	25	37.5	20	17.5	37.5
	6	87	100	11.3	18.8	30	40	70
2008	7	197	100	37	32.6	8.8	21.5	30.4
	8	83	100	11.4	54.4	20.3	13.9	34.2

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample